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ABSTRACT

This collection of papers is designed to provide an overview of validated practices that have been proven effective for children with language learning disabilities, preschool age through adolescence. The first section addresses oral language interventions, in "Preschool Language Intervention in the Classroom: Rationale and Organizational Structure" (Diane Paul-Brown) and "Linguistic Transitions in Children and Adolescents with Language Learning Disabilities: Characteristics and Training" (Elisabeth H. Wiig). Part 2 focuses on academic skill instruction, with the following three papers: "Beginning Reading Instruction for Reading Disabled and At-Risk Students" (Diana Brewster Clark); "Cognitive Strategy Instruction in Written Language for Learning Disabled Students" (Steve Graham and Karen B. Harris); and "Effective Interventions: Using Both Hemispheres in Math" (Joyce Steeves). Part 3, titled "On the Cutting Edge," contains "In the Spirit of Strategies Instruction: Cognitive and Metacognitive Aspects of the Strategies Intervention Model" (B. Keith Lenz); "Using Computers To Assist in Reading Instruction for Children with Learning Disabilities" (Joseph K. Torgesen and Neal M. Horen); "Social Interventions for Students with Learning Disabilities: Towards a Broader Perspective" (Sharon Vaughn and others); and "The Gifted/Learning Disabled: An Oxymoron?" (Ruth B. Spodak). References accompany each paper. (JDD)

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